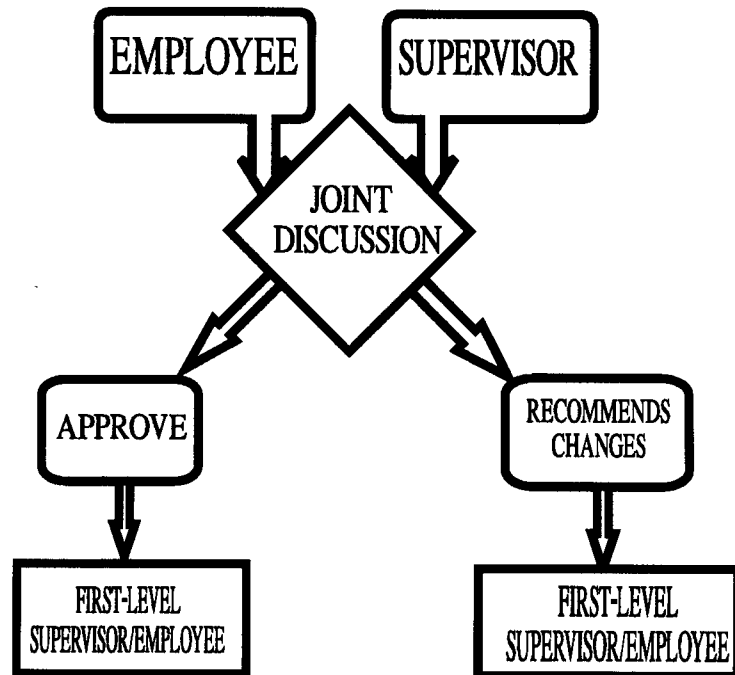


AIRWAY FACILITIES  
EMPLOYEE / SUPERVISOR HANDBOOK

I D P  
PROCESS



CAREER ENHANCEMENT GUIDE  
A KEY TO YOUR FUTURE

Developed By  
AAF-30



## FOREWORD

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This handbook has been developed to provide each employee and supervisor with the information they need to participate in the Airway Facilities Individual Development Plan (IDP) process in support of the agency policy. We hope that this tool will serve each employee in his/her own career development and serve each supervisor in providing the support to make this program work for the employee. Together, the employees and agency will benefit.

This handbook was developed using many existing sources of individual development plans throughout the agency. Rather than reinvent the wheel when there were so many good IDP plans already developed, we have drawn on those various plans to develop an all encompassing product and would like to acknowledge those organizations. They include:

- Eastern Region
- New England Region
- Northwest Mountain Region
- Human Resource Management Division in headquarters
- Western-Pacific Region

The guide is organized to provide suggestions on how to identify where an individual is now in their career, where they would like to be, how to identify KSAs to reach specific goals, suggestions on how to develop those KSAs, responsibilities of each employee and their supervisor, suggested development activities to aid in development, and information to help supervisors in developing their employee. To aid each person in the development of their IDP, Appendix 1 provides suggestions on how to get started and a checklist describing the steps to follow in the preparation of the IDP is contained in appendix 5.

To determine the direction of your career or self improvement, you must first conduct a self-assessment (see appendix 1). Next, you must determine what your goals (see appendix 2) are and then what knowledge, skills, and abilities (KSAs) (see appendix 3) are required to meet your desired goals. You are then ready to develop a tentative IDP to be used in discussions with your supervisor.

An excerpt from FAA Order 3410.1, Career Planning Program, is a great introduction into the developmental policies of the Federal Aviation Administration.

### "THE FAA CAREER SYSTEM - POLICY"

It is the policy of the Federal Aviation Administration to encourage employees to seek and advance careers within the agency by setting realistic qualification standards for positions, by constructing a variety of occupational paths which allow maximum opportunity for growth and progression, and by providing **DEVELOPMENT OPPORTUNITIES** through training, job assignments, and self-development."



Arnold Aquilano

Associate Administrator for  
Airway Facilities



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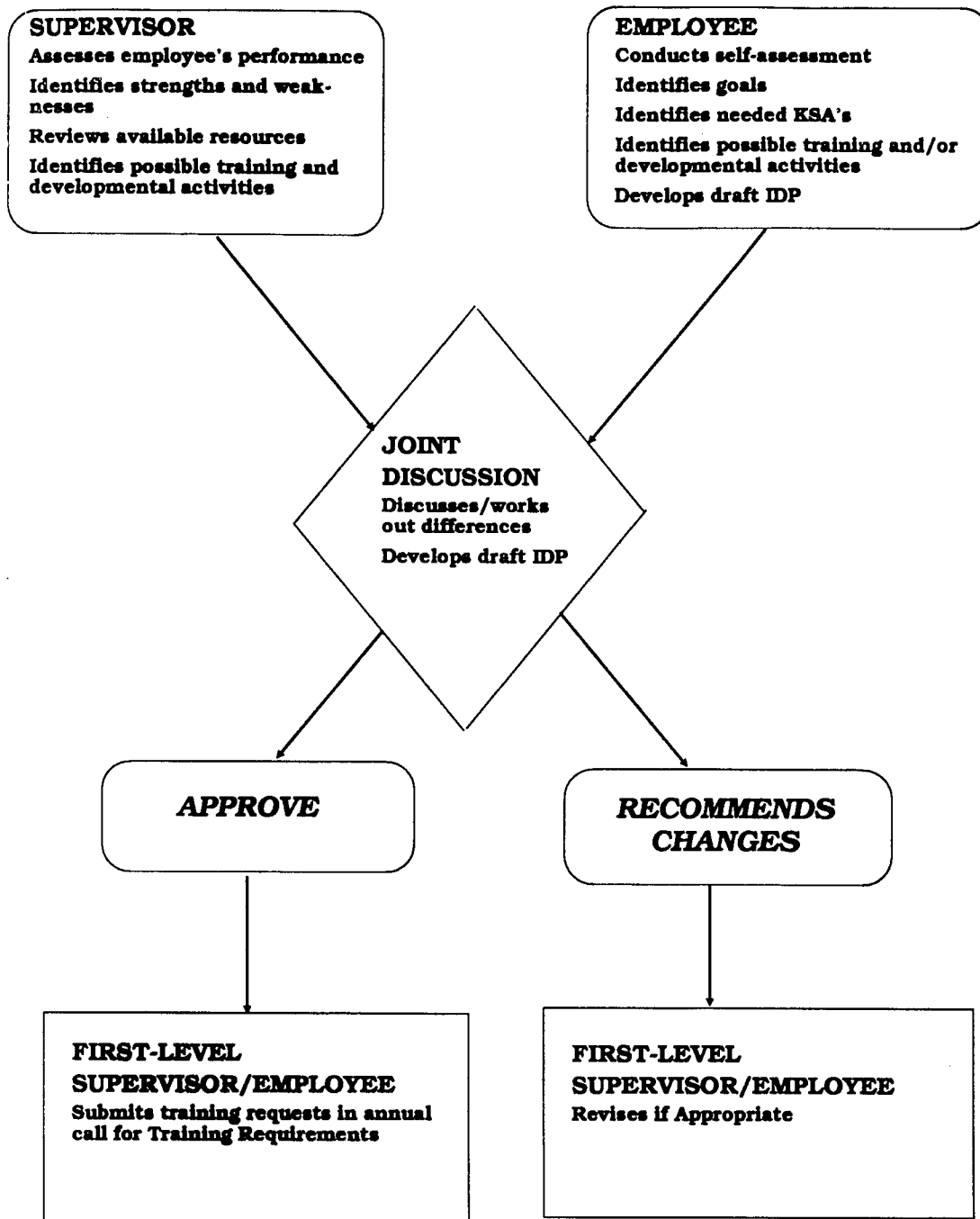
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**FIGURE 1-1. THE IDP PROCESS**







# CHAPTER 1. INDIVIDUAL DEVELOPMENT PLANS (IDP)

1. **GENERAL.** Every employee has the ability to better themselves in the work place. This IDP process provides the vehicle for each employee to help develop themselves in their current positions and plan for the future. IDPs are not just for developing first, second, and higher level supervisory/managerial employees, they are also for employees who want to improve performance in their current position, develop skills/abilities that could enhance their promotion potential in their career field or another career field, or prepare them for managerial/supervisory positions.

## 2. **REQUIREMENTS.**

a. IDPs are not mandatory except for certain Supervisory Identification and Development Program (SIDP), National Selection System (NSS), or Senior Executive Service (SES) Candidate Development Program (CDP) candidates. (See chapters 2, 3, and 4 for developmental information and directives references concerning SIDP, NSS, and SES candidates.) However, the Office of the Associate Administrator for Airway Facilities encourages that all employees participate in the IDP process.

b. It is, however, mandatory that all supervisors advise, discuss, and participate in the development of IDPs with all of their employees who do not specifically decline it. Supervisors are also required to:

(1) Brief 100 percent of their employees through all-hands meetings or one-on-one sessions.

(2) Provide every opportunity to each employee to participate in this program.

3. **WHAT IS AN IDP?** An IDP is a written schedule or plan designed to meet employees particular goals for development, IDPs are a method of systematically planning for training and experience in order to develop specific skills and knowledge needed to meet goals and objectives.

IDPs will be used to plan training and related developmental experiences (details, special projects, on-the-job training (OJT), etc.). They can change from year to year, and their primary purpose is to help employees, plan reasonable goals, assess his/her particular strengths, and evaluate progress relative to those goals.

4. **SUMMARY OF CAREER DEVELOPMENT STEPS.** Several steps are necessary for sound planning of individual career development.

a. The first step is to make a self-assessment evaluating the following:

- (1) Experience
- (2) Achievements
- (3) Skills
- (4) Management style
- (5) Strong points
- (6) Weak Points
- (7) Short/long-term career interests

b. Secondly, gather information about the agency's needs; for example:

- (1) Anticipated program changes
- (2) Projected vacancies
- (3) Competencies which will be required in such a position.

c. The third step is to analyze all of the gathered information in order to make some tentative decisions about career goals and developmental objectives.

d. Document the decisions in a draft IDP.

e. Discuss the draft, the self-assessment, and information gathered with the supervisor/manager.

f. On a scheduled basis, review and, if appropriate, modify the IDP.

5. **THE IDP PROCESS.** The IDP is for each employee to chart and plan their own individual development over the next several years. According to each person's goals and how they fit into the AF plans and programs, the IDP will be a way employees and supervisors can realistically establish specific training and experience to help each employee achieve his/her goals. Since the IDP

also involves the supervisor, this process is a chance for the supervisor to find out about each employee's goals and how the employee sees him/herself in the AF organization. Employees/supervisors can use the IDP Worksheet, Figure 1-2, to capture thoughts/assessments to be used for the development of an IDP.

a. **Initial Development.** Each employee must:

- (1) Determine exactly where he/she is in their career
- (2) Understand the importance of personal choice, direction, determination, and agency needs.
- (3) Conduct a self-evaluation (input can be obtained from supervisor and peers). (Appendix 1)
- (4) Determine if performance in the employee's present job is at a satisfactory or better level. If not, each employee must work toward that goal.
- (5) List short-range goals: i.e., goals to attain within the next year or so. Based on these goals, each employee should also make a list of the particular knowledge, skills, and abilities (KSAs) needed to accomplish these goals. Guidance on setting goals is contained in appendix 2 and guidelines for identifying KSAs is contained in appendix 3 of this handbook.
- (6) Next, write down long-range goals; i.e., goals to attain within the next 2 to 5 years. After the long-range goals are evaluated, identify a list of KSAs necessary to attain these goals.
- (7) Evaluate the KSAs needed to reach each goal, long- and short-range. Identify and separate the ones you already possess from those that need development. The KSAs needing development will provide the basis for the IDP.
- (8) Write down the KSAs you need in priority order, and list what training and experience you think will give you the KSAs. Include both development assignments (special projects, OJT, details, self-study, in-

dividual reading plan, etc.) and formal training (courses).

b. **Supervisory Preparation.** Upon being informed by an employee of their intent to develop an IDP, each supervisor shall:

- (1) Consider their employees' current job and the standards for doing that job. Consider the KSAs most necessary for employees to perform their jobs well and their particular strong and weak KSAs.

- (2) Determine AF's organizational needs over the next several years, the mission changes, changes in technology, expected turnover, staffing needs, program plans, and future needs for particular skills.

- (3) After determining projected needs, each supervisor will consider the overall potential of each of their employees to meet these needs and the employees' potential to perform different responsibilities or higher level responsibilities.

- (4) Each supervisor will assist the employee in developing long- and short-range goals and in identifying tentative training courses or work experiences to develop the needed KSAs.

c. **Employee/Supervisor Discussion.** Both the supervisor and employee are now ready for the employee-supervisor discussion. The discussion is very important because it gives both the employee and supervisor an opportunity to jointly discuss the needs and goals of the organization and where the employees's skills fit in. As a result of this discussion, the employee and supervisor will come up with the IDP. During the discussion the employee and supervisor shall:

- (1) Discuss every aspect of the proposed IDP as thoroughly as possible. Remember, the employee and supervisor will both come to the meeting with an outline of the IDP.

- (2) Be open, honest, and frank when discussing present performance, strengths, and weaknesses.

- (3) Allow enough time to fully discuss career development and to complete the IDP.

1. **Employee Name** \_\_\_\_\_

2. **Current Position** \_\_\_\_\_

3. **Career Goals & Objectives (if Known)**

**1-Year Plan:** \_\_\_\_\_

**5-Year Plan:** \_\_\_\_\_

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

(4) Establish priorities and arrange a timetable for completion of the IDP process or IDP activities.

(5) Pursue the program with a positive attitude.

(6) Consider long-term goals and develop short-term requirements for reaching them.

(7) Discuss future organizational changes and needs.

(8) Discuss how the work experience or training will lead to improved job performance and what the employee as well as the organizational returns from this developmental experience.

(9) Keep the tone of the discussion informal. It is not a performance appraisal.

(10) Develop the IDP by establishing the developmental objectives and assignments, record them on a blank IDP form. Appendix 6 contains a sample form.

(11) Develop a practical and feasible plan. Both the supervisor and employee may find they have to rethink some of their original priorities.

**NOTE: One of the advantages of the discussion is that the employee will learn his/her potential growth and the potential path of attaining what's possible in the organization and will have a realization of constraints management is under from a budget, policy, or time standpoint. Remember also that IDPs do not imply always rising in the organization, just as career development doesn't always mean just promotions. IDPs mean developing a person as much as possible in the work that he/she does or will do.**

**6. PREPARING AND DRAFTING AN IDP.**  
The steps to follow when drafting the IDP include:

**NOTE: See appendix 1 for additional guidance on the starting point.**

a. Start with a goal.

b. Decide what KSAs are needed to reach the goal. Make them formal, informal, and self-developmental.

c. Determine specific training that will provide the KSAs.

d. Prepare a tentative IDP.

**7. IDP FORM.** The IDP form has been designed to record an employee's specific developmental plans over the next 1 to 5 years. The employee/supervisor shall prepare the form after their joint discussion. A sample IDP form and instructions for completing it are included in appendix 6.

a. The final IDP should be submitted for formal approval to the supervisor or manager. The approval will affirm that actions proposed in the plan are consistent with agency needs and resources, and, most importantly, that support should be forthcoming in assisting in the implementation of the IDP.

b. The implementation phase consists of implementing the plan. Each employee has the primary responsibility for pursuing career development and for completing the IDP. The agency is committed to assisting the employee within the limits of available resources. Individual initiative is the key, along with divisional support and agency commitment.

c. The career planning process is facilitated by the individual's continual monitoring of the IDP. The supervisor and employee should periodically review and examine objectives and assignments, and make modifications and revisions to accommodate personal and organizational changes.

**8. IDP REVIEW.** Each IDP will be reviewed by the supervisor and employee semi-annually. Each employee participating in the IDP process should draft up his/her progress for discussion with their immediate supervisor. See appendix 6, figures 6 and 7, for a suggested sample progress review format. (See chapters 2, 3, and 4 for AF-SIDP, AFNSS, and SES CDP IDP progress review requirements).

9. - 19. RESERVED.

## CHAPTER 2. AIRWAY FACILITIES SUPERVISORY IDENTIFICATION AND DEVELOPMENT PROGRAM (SIDP) IDPs

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20. **AF SIDP.** The AF SIDP is the national process to identify, develop, and refer AF employees who have demonstrated assessed knowledge, skills, and abilities (KSAs) (see Appendix 3, How to Identify Knowledge, Skills, and Abilities) for selection to all GS and GM first-level supervisory positions within the Airway Facilities organization in Washington and the field. There are seven skills and abilities and two knowledges that are evaluated during the process. For detailed information concerning the AF SIDP refer to the latest version of Order 3330.1B, Appendix 12, Airway Facilities Supervisory Identification and Development Program. The information contained in this chapter are excerpts from that order. As a result of the candidate's performance in the SIDP process, the SIDP review panel will reach a consensus decision as to the category in which the applicant should be placed: Eligible for Consideration (EFC), Candidate Review Board (CRB), or Self-Development Recommended (SDR). The following criteria are to be considered in reaching their decision.

a. **EFC.** If the candidate performs at the following levels on the seven skills and abilities and the two knowledges then the candidate is placed in the EFC category:

- (1) Above satisfactory level or higher on at least five of the skills and abilities, and
- (2) Satisfactory level on the remaining skills and abilities, and
- (3) At an average of a satisfactory level or higher for a combined score on the two knowledges.

b. **CRB.** If the candidate performs at the following levels on the seven skills and abilities then the candidate is referred to the CRB for further determination:

- (1) Above satisfactory or higher level on at least three of the skills and abilities, and
- (2) Satisfactory or higher level on at least three of the skills and abilities, and
- (3) At either below satisfactory level or weak level on the remaining skill or ability.

c. **SDR.** If the candidate performs at the following levels on the seven skills and abilities then the candidate shall be placed in the self-development category:

- (1) Below satisfactory level or weak level on two or more of the skills and abilities, or
- (2) Does not meet either of the criteria for EFC or CRB listed above.

21. **DEVELOPMENT PROCESS.** This process shall be employed for the development of participants of this program. The development associated with this program should be limited to specified needs of each applicant. The purpose of formal development assignments and activities, which require expenditure of agency resources, shall directly contribute to agency goals and objectives.

a. **Self-Development Activities.** These voluntary activities may be performed by any program participant in order to develop specific KSAs. The Peer and Supervisory Assessment (PSA) profile or Skill-Based Interview (SBI) report should be used as a guide to identify areas that may need to be learned or enhanced. IDPs may be used as a guide to the development process. Appendix 6 contains examples of completed IDPs.

b. **Formal Development.** This is a planned development process required of candidates assigned to the Formal Development Group (FDG) by the CRB.

- (1) Formal development will normally be completed in 1 year or less.
- (2) An IDP shall be used to plan, schedule, monitor, and evaluate the participant's developmental progress.

(3) The coordination and approval for resources needed for these IDPs will be obtained using local procedures; i.e., the regions, centers, or headquarters.

(4) The IDPs used for formal development should be mutually designed and scheduled by the candidate and the candidate's supervisor. The PSA profile and the SBI report will be used to identify the candidate's developmental needs in terms of KSAs. During the mutual planning phase, a training specialist in the facility, the Airway Facilities Division Training Coordinator, the Training Program Management Officer (TPMO), or an Employee Development Specialist in the Human Resource Management Division in the regions and the Employee Relations and Career Development Branch in Washington headquarters, should be consulted to determine what learning resources may be available or for suggestions about individual development strategies to address the specific KSAs needing development.

(5) Candidates assigned formal development will be given organizational support to ensure that opportunities are provided to strengthen performance in KSAs needing development. These opportunities may include temporary collateral duties arranged by the candidate's manager, or formal training arranged through the employee development organization; e.g., local classes or courses to learn basic concepts needed before the required skill(s) can be developed. These examples are not intended to be inclusive.

(6) Candidates in the FDG shall receive priority consideration to participate in developmental activities available through the Employee Development organization when the activities can contribute to successful completion of the IDP and they will not conflict with operational requirements of the facility.

(7) The development process should be monitored, and an observational-based feedback session between the candidate and supervisor conducted and documented at least monthly; a quarterly composite summary of the comments as a result of the monitoring

should be forwarded through the appropriate SIDP Manager to the CRB for their use during the progress review of the FDG candidate.

## **22. FORMAL DEVELOPMENT DETER-**

**MINATION.** Members of the CRB shall determine, by consensus, which candidates will be assigned formal development. This determination should consider the number and complexity of the KSAs requiring development, the reasonable opportunities for improving performance on each KSA, the candidate's record for self-development, the availability of agency resources, and other factors which may contribute to or hinder the employee's progress. The records presented to the board for this determination shall consist of at least the PSA profile for nonsupervisory candidates, the SBI narrative report, training records, education records, and employment history. Any documents that reflect ongoing learning may be included if submitted by the candidate; e.g., current course enrollments, records of self-development activities. Formal development shall not be considered unless it is likely that the required improvement can be achieved within 1 year. A brief consensus report of the board's determination shall be retained in the candidate's file.

a. Candidates who are assigned to formal development shall be notified in writing by the CRB through their supervisor and given any board recommendations, the date by which a copy of the completed IDP is due to the SIDP Manager, and the board calendar for progress review meetings. Each candidate is solely responsible for providing the SIDP Manager with a copy of the IDP and any periodic evaluation reports associated with the IDP which may be required for the CRB progress review. The candidate's supervisor is required have to furnish the composite of monthly reviews to the candidate in time for each board review. The lack of supportable evidence of progress towards completion of an IDP may be sufficient to remove any candidate from the FDG.

b. Candidates who are not provided formal development shall be notified in writing by the CRB and should be counseled by their supervisor for self-development opportunities. They may reapply to the program during subsequent announcements.

c. The CRB shall review each candidate's progress during the specified development period.

(1) The board members will determine whether the candidate should be placed on the EFC list, scheduled for another SBI which will assess the KSAs identified as Below Satisfactory or Weak, continued on their IDP (not to exceed the maximum 1-year period), or removed from the FDG.

(2) Candidates removed from the FDG shall be notified in writing by the CRB of that determination and counseled for self-development by their supervisors. They may reapply during a subsequent announcement.

(3) Supervisors who are assisting an individual in the selection of an appropriate self-development program should review those areas in the skill-based interview and CRB results identified as in need of improvement as a first step. Discussion with the employee may quickly identify apparent courses of action to be pursued. In other cases, the supervisor should suggest an approach that he/she believes would satisfy the short and or long-term goals of the employee.

23. - 29. RESERVED.





## CHAPTER 3. AIRWAY FACILITIES NATIONAL SELECTION SYSTEM (AFNSS) IDPs

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30. **AFNSS.** The AFNSS is the national AF process used to identify and select candidates for Regional Airway Facilities Branch Manager, GM-15, and assistant branch manager, GM-15/14, positions and sector manager, GM-15, and assistant sector manager, GM-15/14, positions. For detailed information concerning the AFNSS refer to the latest version of Order 3330.1B, Appendix 7, Airway Facilities National Selection System. The information contained in this chapter are excerpts from that Order.

31. **REQUIREMENTS.** IDP requirements for candidates who are screened out during any step of the AFNSS evaluation process are as follows:

a. **Local Evaluation Rating.** Candidates screened out at this phase are not required to complete a mandatory IDP before reapplying but it is strongly recommended that each candidate complete an IDP prior to reapplying to the program.

b. **Division Level Review, Assessment Center, and National Review Board.** All candidates who are screened out at these phases will be required to complete an IDP before reapplying to the program. The following should be considered:

(1) Using feedback gained verbally and from reports written at the various stages of the evaluation process, the candidate and the immediate supervisor will cooperate in establishing an IDP. The IDP shall address the development of knowledge, skills, and abilities identified as deficient or needing improvement. While a standard IDP can normally be completed in a 1-year period, the length of the IDP should be commensurate with the extent of the identified KSA deficiencies.

(2) The candidate will become eligible to reapply to the AFNSS at the first national

announcement upon the completion of the IDP. A candidate interested in reapplying to the AFNSS must first, in a written statement, provide evidence addressing the ways in which the knowledge, skills, and abilities identified as being deficient have been strengthened by the IDP since the candidate's last application to the program.

(3) Using information gained from the written statement and from the candidate's responses to the panel's questions, the Division Level Review panel shall review the progress of a repeat candidate toward successful completion of the IDP and determine whether the candidate will be referred to the next appropriate step of the evaluation process. The review shall focus on what the candidate has learned from the IDP assignments and on how this new understanding has enhanced the candidate's competence in the targeted area. Candidates not referred to subsequent steps will receive feedback from the Division Level Review panel on how to continue development under the IDP until the next national announcement.

32. - 39. RESERVED.



## CHAPTER 4. SES CANDIDATE DEVELOPMENT PROGRAM (CDP) IDPs

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40. **SES CDP.** The SES Candidate Development Program is a process designed to identify employees with the interest and demonstrated potential to be successful in the FAA's senior management ranks. Those employees selected into the program will complete a tailored, in-depth development program. The Office of Personnel Management (OPM) certified CDP candidates will serve as the primary pool for selection into FAA SES entry-level positions.

41. **GUIDANCE AND SUPPORT.** The development phase of the CDP is designed to strengthen developmental needs identified during the selection process and reinforce identified strengths, fill in voids in candidates background, and provide an opportunity to broaden the potential executive's knowledge and experience base. Furthermore, participation in the program will expose candidates to high-level executives within the FAA, DOT, industry, and other key organizations external to the FAA; e.g., Congress, associations, etc. Each candidate will be matched with a trained senior advisor who will provide guidance and support.

42. **TIMEFRAME.** The development phase will last between 6 months and 2 years depending on the unique needs of individual candidates. During this period, FAA candidates will typically remain in their current positions, devoting approximately 75 percent of their time to developmental activities.

43. **DEVELOPMENTAL ACTIVITIES.** IDPs will be prepared by candidates in consultation with their immediate supervisors and senior advisors. IDPs will include three categories of developmental activities:

a. OPM-required activities include an opening orientation session; one approved training

course; and one developmental work assignment outside of the candidate's functional area.

b. CDP core activities include FAA Executive School, if not previously attended; and, other tailor-made activities.

c. Additional activities, e.g., training, developmental assignments, will be identified based on the candidate's individual needs and career interest.

44. **ON-THE-JOB DEVELOPMENT.** On-the-job development is a critical aspect of the program. Assignments may be located in: FAA, outside of the candidate's functional and perhaps geographical area; another modal administration; an association or other organization with which the FAA frequently interacts; a Congressional committee/office.

45. **FORMAL TRAINING.** Formal classroom training will include completion of at least one formal, interagency, executive-level training experience. In addition, tailor-made seminars may be offered on a wide variety of subjects, e.g., Congress, strategic planning, etc.

46. **EVALUATIONS.** Evaluations of candidate performance and progress will be completed periodically to ensure that candidates achieve the learning objectives of each assignment. Candidates' continued participation in the program will be determined on the basis of performance throughout the development phase.

47. - 49. RESERVED.



# APPENDIX 1. GETTING STARTED

## SECTION 1. SELF-ASSESSMENT

1. The IDP process begins with you, the employee. You should know where you are before you begin to travel the road to where you want to be.

2. Self-assessment encompasses five dimensions: Goals, values, abilities, interests, and achievements. We'll cover each in some detail and ask you to determine what your's are. As you develop your IDP, their connection to your IDP will become clearer.

a. **Goals.** What are your goals and why? This question needs to be answered first. A written goals statement will help you discover what you really want to do, help motivate you to do it, and give meaning to the way you spend your time. It will give you direction to your life. It will help you feel in control of your destiny. And it will provide a measuring stick against which to gauge alternate activities as they come along. You'll be better able to balance the many aspects of your life. And you'll reduce unnecessary conflict over how to use your time.

Develop a list describing 5 to 7 goals which you wish to reach. See Appendix 2, What Makes a Goal. Don't limit yourself to career or job-related goals. Your IDP is designed to cover your work and life, personal development as well as career development. Does off-the-job activity have an impact on career, performance, and job? You bet it does. Trying to separate career and job goals limits our thinking and vision. The whole point of an IDP is to discover what we really want out of life and develop a plan which will get us there. Here's some questions to ask yourself:

- (1) What are my lifetime goals?
- (2) How would I like to spend the next five years?
- (3) If I knew now I would be struck dead by lightning six months from today, how would I live until then?

Another approach to goal setting, is to write a paper on the subject "What do I want to do with the rest of my life?" This should include every aspect of your life: Career, leisure, financial, spiritual, social, community, etc. Let your imagination fly freely, write as fast as you can and don't be too bothered by organization or order of the paper. The object is to get it down as it enters your thought process. After you have completed your paper, extract from it those things that you need to accomplish in order to fulfill your life's expectations. The list of things yet to be accomplished becomes a goal's list. Now prioritize the list and whittle it down to 5 to 7 goals.

It is recognized that some of you are pretty sure of your goals or feel you can accomplish the same result by merely listing five to seven top goals and revising them as time goes on. Fine, it's your life and your IDP. The way it works for you is the best way. But please, no matter how you get there, list your goals. It's of critical importance in developing a good IDP.

Samples of goals are listed in Figure 1 below.

### FIGURE 1. SAMPLES OF GOALS

- Advance to a managerial position at the GM-14 grade level in an administrative career field.
- Acquire a masters degree in public administration.
- Achieve financial independence by the time I reach retirement age.
- Get into physical shape and maintain it through a vigorous health and physical fitness program.
- Work on achieving a closer relationship with members of my family.

b. **Achievements.** This dimension is a foundation in getting to know your abilities, interests, aptitudes, and values. It will also help in shaping your goals. "Achievement is something you believe you did well, enjoyed doing, and/or are proud of." List those things in your life which you consider your most significant or greatest achievements. Anything that you've done well, enjoyed doing, and are proud of

should be listed. Another important point. This list is your list of what is important to you. Don't self-edit your list because the accomplishments may seem minor or trivial to others. Who's to say what's minor or trivial?

c. **Strengths.** Strength is at the center of career success. Your strengths are unique to you and offer excellence to others. This is what career and IDP planning is all about. Strengths are skills, abilities, and traits that you use repeatedly in doing your best work. Identify the skills and abilities you used in accomplishing the achievements you have identified. Now look at your listing of strengths and identify those you use most in more than one achievement. Select five to ten strengths which are most important to you. These strengths should be the ones you want to look for in a career field and future jobs. Doing the things you do best and enjoy is what job hunting is all about.

d. **Traits.** We all possess certain traits, which are part of our nature, personality, or character. They fit some jobs fine but others not so fine. They are very important in matching a job to a person.

e. **Interests.** Interests are probably the most critical requirement to success in any field of endeavor. Your interests, wishes, and happiness determine what you actually do well, more than your intelligence, aptitudes, and skills.

f. **Values.** Values are those things we prize, cherish, or esteem. They give meaning to our life and work. Select from the list below the six values that are most important to you.

<i>advancement</i>	<i>economic reward</i>	<i>stability</i>
<i>altruism</i>	<i>geographic location</i>	
<i>artistic creativity</i>	<i>helping others</i>	<i>structure</i>
<i>authority</i>	<i>independence</i>	<i>task variety</i>
<i>autonomy</i>	<i>intellectual stimulation</i>	
<i>challenge</i>	<i>making decisions</i>	<i>team work</i>
<i>clarity</i>	<i>physical environment</i>	
<i>colleagues</i>	<i>prestige</i>	<i>technical exp</i>
<i>competence</i>	<i>risk-taking</i>	<i>travel</i>
<i>creativity</i>	<i>routine</i>	<i>work place</i>
<i>dependence</i>	<i>security</i>	

Additional means to aid you in your self-assessment include personality assessment tools, e.g., Meyers-Briggs Type Indicator, and vocational aptitude tests.

We have now concluded our self-assessment. At this juncture, you should take another look at your goals and make any changes that are in order.

## SECTION 2. WHAT'S IMPORTANT

3. Even with guidance on setting goals and picking out important KSAs, preparing an IDP and deciding on what's most important to you can be difficult. The following questions have helped employees through the self-assessing process to arrive at realistic goals. They are meant to help you go from looking at the work you do now to work at the end of your goal.

4. These questions are merely to help you get started on your IDP. You don't have to write all the answers down or show them to anyone. Taking the questions one by one in order is highly recommended to help you build up the data to see where you are now, where you can realistically go, and how to get there.

5. First, take out your position description and read it. Think about the work you have done over the last year and your past performance appraisals, and answer the following:

a. What assignments did I like doing in the last year?

b. What assignments did I not like?

c. What are you really good at doing on your job?

d. What kinds of assignments would I like to have this year? Is there any different or new work I might like to get into? Identify your immediate short-range (1 year) goals.

e. What work would I not like to be assigned this year, if possible?

f. Do I have these skills/knowledge already? How strong or weak am I in these skills/knowledge?

g. Is it feasible for me to develop these skills? Look at your short-range goals identified in

paragraph 5d above. Double check to be sure they're realistic and probably attainable.

h. Now consider the career ladders in your organization, in your immediate unit, in other departments, in your whole agency.

i. Still keeping in mind your strengths and weaknesses, job opportunities in your organization, and the work you like, state your long-range (2 to 5 years) goals.

j. What skills/knowledge are necessary to do the work defined in your long-range goals?

k. Which of these skills and knowledge do you already have?

l. What kinds of training/experience do you need to develop these skills/knowledge? How long will it take?

m. Is it feasible for you to develop these skills/knowledge? Look at your long-range goals. Double check, are they realistic? Plan a course of action.

6. Refer to these questions every time you make out an IDP. The planning will help assure that the developmental efforts you take will be worthwhile to you and your organization.

### **SECTION 3. KEY ISSUES ABOUT YOUR PRESENT POSITION**

7. Which of your responsibilities need to be clarified?

8. What are some of the things you like most about your present position?

9. What are some of the things you like least?

10. How much opportunity do you have in your job to do the things you do best?

11. In which areas of your position do you want more experience and/or training?

12. What changes might be made to help you do your current job better? (Consider things like instruction, communications, procedures, coordination).

13. What must YOU do to get your suggested changes implemented?

14. What opportunity does your present position give you to learn things which might be use-

ful in preparing you for another position? If there is little such opportunity, what might you do about it?

15. What other comments or suggestions can you make about your present position as it relates to your career plan?





## APPENDIX 2. WHAT MAKES A GOAL?

1. A goal for the purposes of the IDP is something pertinent to your work and your career that you see as worthwhile to strive for, either the improvement or mastery of some skill in your current job, some new responsibility in your current job, or the attainment of some other position. Goals should be realistic and attainable, your goals should imply some work and challenge, but shouldn't be set on something so high that getting there will be almost impossible. In preparing goal statements, be as specific as possible. For example:

- a. To be project leader in the next year.
- b. To become an Electronic Engineer, GS-13.
- c. To take on team leader responsibilities.
- d. To learn to work new equipment.

2. You should be very careful that you stand a reasonable chance of attaining these goals. Feasible goals include consideration of:

a. Your other commitments (Family, your current work schedule, hobbies, community obligations, etc. Don't outline a program with lots of self-study and formal courses if you know you have a very heavy work schedule coming up with a good deal of travel.

b. Your previous training experiences. It's easier to start an ambitious university program if you've been to formal university courses often in the past. If not, it might be better to try just one course, or a short course or seminar before getting involved in a whole involved curriculum.

c. Your desire to achieve your goal. You don't HAVE to have lofty goals. Most of us are generally satisfied where we are, and we shouldn't feel we have to try for lots more. That may lead to disappointment ultimately.

e. Your knowledge of the organization. This is very important. Find out as much as possible about career ladders, forecasted staffing needs, expected vacancies and reorganizations, and what skills your organization will be needing. The great value of the employee-supervisor dis-

cussion is that you have a chance to find out the organization's perspective about its needs. Also, keep as many options open as possible. Make yourself valuable to the organization by developing skills that are in demand.

f. Your honest self-appraisal. No one has to know exactly what your self-appraisal is, but being honest here really helps to avoid disappointment. Use all the feedback you can get from supervisors and peers to come up with a real picture of your strengths and weaknesses. Your goals should play up your strengths. If you are weak in some KSAs critical to reaching your goal, ask yourself "How genuinely feasible is it to develop these skills and overcome weakness to the point of reaching the goal?"

3. Don't worry about differentiating between knowledge, skill, or ability. Generally, a skill pertains to a physical competence or physically doing something; a knowledge pertains to mastery of a subject matter area; while an ability pertains to the potential of using a knowledge or skill when needed. Describe objectives in terms of KSAs.

4. You should work with your supervisor to prioritize the KSAs required to attain your goals. The advantage of this approach is that you will have the benefit of a second perspective regarding your strengths and weaknesses. Additionally, your supervisor may be very helpful in assisting you to determine what the most valued KSAs are for a particular position or career path.

5. Once you have the important KSAs you need, you can decide on a plan of action. You have some control now, you know whether the training or experience is going to meet a specific need. You can ask, is this training going to specifically provide me with that knowledge (or skill)? You'll find you'll be able to eliminate a lot of haphazard training that doesn't do anything for you.



## APPENDIX 3. HOW TO IDENTIFY KNOWLEDGE, SKILLS, AND ABILITIES

### SECTION 1. GENERAL

1. **GENERAL.** The IDP form, see appendix 6, figure 1, has a column for training objectives. These are objectives you have for developing certain knowledge, skills, and abilities (KSAs) in order to reach a goal.

2. **OBJECTIVES.** Throughout the IDP process, we've stressed the importance of putting objectives (and also your strengths and weaknesses) in terms of KSAs. Describing your developmental objectives as KSAs is important because KSAs provide the basis for the IDP. Once KSAs are identified, even in rough form, you are in a good position to decide on just the right combination of formal courses and alternative training methods to develop the KSAs you need.

#### 3. **KSA DESCRIPTION.**

- a. **Knowledge.** Mastery of facts, range of information in subject matter area.
- b. **Skills.** Proficiency, expertise, or competence in given area; e.g., science, art, crafts.
- c. **Abilities.** Demonstrated performance to use knowledge and skills when needed.

### SECTION 2. KSA DEFINITIONS

#### 4. **GENERAL EMPLOYEE COMPETENCIES.**

a. **Interpersonal Skill.** Is aware of, responds to, and considers the needs, feelings, and capabilities of others. Deals with conflicts, confrontations, disagreements in a positive manner, which minimizes personal impact, to include controlling ones' feelings and reactions. Deals effectively with others in both favorable and unfavorable situations regardless of status of position. Accepts interpersonal and cultural diversity.

b. **Team Skill.** Establishes effective working relationships among team members. Par-

ticipates in solving problems and making decisions.

c. **Communications.** Presents and expresses orally ideas and information clearly and concisely in a manner appropriate to the audience. Presents and expresses ideas and information clearly, concisely, in writing. Listens actively to what others are saying to achieve understanding. Shares information with others and facilitates the open exchange of ideas and information; is open, honest, and straightforward with others.

d. **Planning and Organizing.** Establishes courses of action for self to accomplish specific goals (e.g., establishes action plans). Identifies need, arranges for, and obtains resources needed to accomplish own goals and objectives. Develops and uses tracking systems for monitoring own work progress. Effectively uses resources such as time and information.

e. **Organizational Knowledge and Competence.** Acquires accurate information concerning the agency components, the mission(s) of each relevant organizational unit, and the principal programs in the agency. Interprets and utilizes information about the formal and informal organization, including the organizational structure, functioning, and relationships among units. Correctly identifies and draws upon source(s) of information for support.

f. **Problem Solving and Analytical Ability.** Identifies existing and potential problems/issues. Obtains relevant information about the problem/issue, including recognizing whether or not more information is needed. Objectively evaluates relevant information about the problem/issue. Identifies the specific cause of the problem/issue. Develops recommendations, develops and evaluates alternative course of action, selects courses of action, and follows up.

g. **Judgment.** Makes well reasoned and timely decisions based on careful, objective review and informed analysis of available considerations and factors. Supports decisions or recommendations with accurate information or reasoning.

h. **Direction and Motivation.** Sets a good example of how to do the job; demonstrates

## FIGURE 1. SELECTING IMPORTANT KSAs

Picking out important KSAs does not have to be complicated. Starting with your goal; e.g., to become a project leader, you can get to the KSAs in this way

- |    |   |   |
|----|---|---|
| a. | Briefly jot down the basic duties or tasks involved in being a project leader   | --Planning new projects<br>--Negotiating<br>--Guiding team members<br>--Doing the most complex technical work<br>--Writing technical reports            |
| b. | Pick out one duty or task at a time   | --Writing technical reports   |
| c. | Write down whatever KSAs are important to accomplish the duty or tasks; i.e., writing technical reports                                       | --Ability to analyze data and form conclusions<br>--Ability to express oneself in a clear logical manner<br>--Knowledge of a substantive technical area |
| d. | Decide which KSAs you already have that are needed to reach your goal. Eliminate them. (You don't need more training in them.)                |   |
| e. | Of the ones left, how important are they to the task? Rank them. Write these MOST NEEDED KSAs under developmental objectives on the IDP form. | --Skill in writing clearly<br>--Knowledge of agency's reporting requirements  |
| f. | Describe the appropriate formal training and development assignments for each KSA needed  | --Writing Seminar, August 1990<br>--Assigned project X report under guidance of team leader   |

personal integrity, responsibility, and accountability. Provides advice and assistance to help others accomplish their work. Directs/motivates self.

i. **Decisiveness.** Identifies when immediate action is needed, and is willing to make decisions, render judgments, and take action. Accepts responsibility for the decision, including sustaining effort in spite of obstacles.

j. **Self-Development.** Accurately evaluates own performance and identifies skills and abilities as targets of training and development activities related to current and future job requirements. Analyzes present career status. Sets goals (short term and/or long term). Identifies resources that are available and methods for self-improvement. Sets realistic timeframes for goals and follows up.

k. **Flexibility.** Modifies own behavior and work activities in response to new information, changing conditions, or unexpected obstacles. Views issues/problems from different perspectives. Considers a wide range of alternatives, including innovative or creative approaches. Strives to take actions that are acceptable to others having differing views.

l. **Leadership.** Ability to make right decisions based on perceptive and analytical processes. Practices good judgment in gray areas. Acts decisively.

##### 5. **SIDP KSAS.**

a. **Problem Solving and Analytical Ability.** Identifies existing and potential problems; notes, understands and includes the critical elements of problem situations; obtains and evaluates relevant information; demonstrates awareness that new and/or additional information sources are required; notes interrelationships among elements; identifies possible causes of the problems; recognizes the need to shift to an alternative course of action including innovative or creative approaches; and appropriately terminates information collection and evaluation activities.

b. **Planning and Organizing.** Identifies requirements, allocates, and effectively uses information, personnel, time, and other resources

necessary for mission accomplishment; establishes appropriate courses of action for self and/or others to accomplish specific goals; develops evaluation criteria and tracking systems for monitoring goal progress and accomplishment; and specifies objectives, schedules, and priorities.

c. **Decisiveness.** Makes decisions, renders judgments, and takes action on difficult or unpleasant tasks in a timely fashion, to include the appropriate communication of both negative and positive information and decisions.

d. **Judgment.** Develops and evaluates alternative courses of action; makes decisions based on correct assumptions concerning resources and guidelines; supports decisions or recommendations with data or reasoning; defines and implements solutions to problems; and recognizes when no action is required.

e. **Communication Skill.** Presents and expresses ideas and information effectively and concisely in an oral and/or written mode; listens and comprehends what others are saying; shares information with others and facilitates the open exchange of ideas and information; is open, honest, and straightforward with others; provides a complete and timely explanation of issues and decisions in a manner appropriate for the audience; and presents information and material in a manner which gains the agreement of others.

f. **Interpersonal Skill.** Is aware of, responds to, and considers the needs, feelings, and capabilities of others; deals effectively with others in both favorable and unfavorable situations regardless of their status or position; accepts interpersonal and cultural differences; manages conflicts/confrontations/disagreements in a positive manner which minimizes personal impact, to include controlling one's own feelings and reactions; and provides appropriate support to others.

g. **Direction and Motivation.** Motivates and provides direction in the activities of others to accomplish goals; gains the respect and confidence of others; appropriately assigns work and authority to others in the accomplishment of goals; provides advice and assistance as re-

ganizational unit, and the principal programs in the FAA.

i. **Supervisory Role Performance.** Displays knowledge of the roles, responsibilities, and duties of supervisors and managers; accurately assesses the impact upon others of role performance; and supports and promotes organizational decisions, policies, programs, and initiatives such as EEO and Affirmative Action.

6. **AFNSS KSAS.**

a. **Communication Skill.** Presents and expresses ideas and information effectively and concisely in an oral and/or written mode; listens and comprehends what others are saying; shares information with others and facilitates the open exchange of ideas and information; is open, honest, and straightforward with others; provides a complete and timely explanation of issues and decisions in a manner appropriate for the audience; and presents information and material in a manner which gains the agreement of others.

b. **Interpersonal Skill.** Is aware of, responds to, and considers the needs, feelings, and capabilities of others; deals effectively with others in both favorable and unfavorable situations regardless of their status or position; accepts interpersonal and cultural differences; manages conflicts/confrontations/disagreements in a positive manner which minimizes personal impact, to include controlling one's own feelings and reactions; and provides appropriate support to others.

c. **Direction and Motivation.** Motivates and provides direction in the activities of others to accomplish goals; gains the respect and confidence of others; appropriately assigns work and authority to others in the accomplishment of goals; provides advice and assistance as required; and establishes high quality work standards for self and others.

d. **Technical Competence.** Understands and appropriately applies procedures, requirements, regulations, and policies; maintains credibility with others on technical matters; and uses equipment, procedures, or systems in the operational and/or staff environment as the position requires.

e. **Organizational Knowledge.** Demonstrates knowledge of the FAA organizational components, the mission(s) of each relevant organizational unit, and the principal programs in the FAA.

f. **Perception and Analytical Ability.** Identifies existing and potential problems. Notes, incorporates, and comprehends the critical elements of problem situations. Obtains and objectively evaluates relevant information about problems/issues including noting the interrelationships among the elements of information. Recognizes whether or not new and/or additional information sources are needed when evaluating problems/issues. Identifies the specific causes of problems.

g. **Organizing and Planning.** Formulates goals, objectives, schedules, and priorities for organization's activities that support the goals of higher management. Identifies, allocates, and effectively manages resources; e.g., information and personnel needed to accomplish goals and objectives. Establishes courses of action for yourself and/or others to accomplish specific goals and objectives. Develops evaluation criteria and tracking systems for monitoring goal progress, accomplishment, and followup.

h. **Leadership.** Establishes work standards and expectations for yourself and others. Appropriately assigns/delegates work and authority to others in the accomplishment of goals. Keeps goals and objectives in sight at all times, monitors progress toward goals, and works to overcome barriers and obstacles. Provides coaching, advice, and assistance as required; e.g., helps subordinates overcome obstacles and deal with problems. Appropriately assess contributions and performance of employees; provides appropriate recognition, and deals with problems as they arise. Instills in others a sense of pride in the job at hand.

i. **Decisiveness.** Identifies when immediate action is needed; makes decisions, renders judgments, and takes actions. Takes timely action on difficult or unpleasant tasks; e.g., communicates negative information to employees, takes disciplinary action.

i. **Decisiveness.** Identifies when immediate action is needed; makes decisions, renders judgments, and takes actions. Takes timely action on difficult or unpleasant tasks; e.g., communicates negative information to employees, takes disciplinary action.

j. **Judgment.** Develops alternative courses of action; evaluates and selects courses of action based on careful, objective analysis of available information; e.g., objectives, resources, guidelines, constraints; and defines and implements solutions. Supports decisions or recommendations with data or reasoning. Recognizes when to take, not take, or defer action.

7. **SES CDP KSAS.**

a. **Ability to Manage an Organization Strategically.** Develops a vision of where the organization needs to go in the long-term; identifies goals and priorities that integrate the goals of the organization with those of other organizations; and develops plans to accomplish these goals, including the establishment of organizational structures and processes to accomplish the goals. Leads the organization toward the accomplishment of these goals by dealing decisively with the tough issues; encouraging innovation; establishing and/or using specialized management techniques such as program management, statistics, and operations research; tracking and evaluating results; and identifying problem areas and directing corrective action.

b. **Knowledge of an Organization and the Environment in Which it Operates.** Keeps current with and understanding events; e.g., goals, priorities, activities, policies, issues, and trends, occurring in the larger organization of which they are a part, as well as external organizations with whom they interface. Keeps current with relevant political events; e.g., proposed legislation, stances of key legislators, important technological developments, and the issues and positions of the public their particular organization serves. Incorporates this information into managing the activities, services, and products of their organization.

c. **Ability to Manage Heavy Personal Demands.** SES managers are frequently in-

involved in situations where there are conflicting demands because of the large number of people who perceive the need for the executive's involvement in their particular issue. In addition, they are frequently the focal point for highly visible, quick response actions. The above circumstances require an ability to manage the demands placed on the executive's time, to delegate, and to maintain personal performance, especially during these periods of stress.

d. **Skill in Leading People and Managing Human Resources.** Establishes, promotes, and uses human resource activities/programs to: ensure staff understands how they fit into the organization's mission; establishes a climate in which people can express themselves and that fosters a high level of participation/involvement; supports fair and equitable treatment of others, including upholding EEO policy; and ensures that talent is effectively selected and developed.

e. **Skill in Building and Maintaining Alliances and Relationships.** Establishes and maintains working relationships with a network of key individuals within and outside the organization in order to accomplish the activities, services, and products for which their own organization is responsible. This coordination process requires executives to influence others without losing their future support and to resolve conflicts by negotiating mutually beneficial solutions.

f. **Skill in Communication.** Conducts, facilitates, and participates in meetings and makes presentations that involve key officials and high-stakes issues. They are called on to speak extemporaneously or with minimal preparation, and must be persuasive and believable.

g. **Ability to Acquire and Manage Fiscal Resources.** Obtains and manages fiscal resources, including contractual products/services, to support the accomplishment of organizational goals. Activities include such things as developing and justifying resource requirements, planning what to procure, and ensuring the proper management of budgets and contracts.



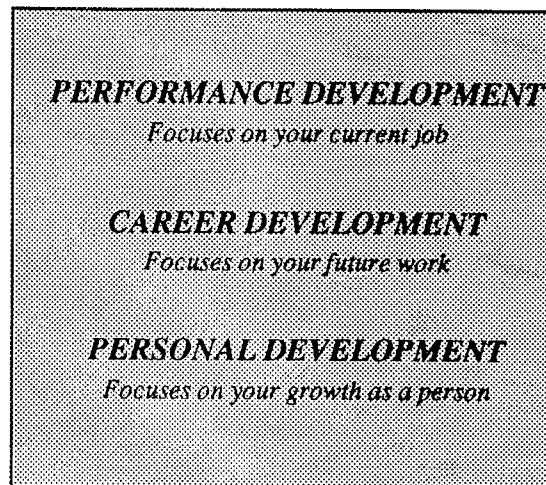


## **APPENDIX 4.**

# **INDIVIDUAL DEVELOPMENT PLAN ELEMENTS**

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The various elements which make up an IDP are:



The goals you develop are "the hooks on which you hang" all of your development activities. Your IDP must lead toward your goals. Without them your IDP becomes an aimless activity.

Before looking at performance and career needs, you should try to clarify how your goals, strengths, achievements, interests, traits, and values impact your career choices. One way of doing this is to develop a list of specifications which you feel should be part of an ideal job. Figure 1 of this appendix provides an example. It gives a pretty good picture of what this individual would like to pursue.

## **FIGURE 1. IDEAL JOB SPECIFICATION**

- The job must be located in Southern California with FAA
- The job should be in personnel or general administrative career fields
- The job must match my strengths:
  - Developing and administering projects and programs
  - Resolving employee problems.
  - Advising, coaching, and consulting with managers.
- The job must help me reach my career goal of a manager's position at or above the GM-14 level
- The job must be compatible with the following values which are important to me:
  - Independence
  - Intellectual stimulation
  - Opportunity exercise
  - Freedom to make decisions
  - Creativity

**Performance Development.** Give development in your current job first priority. Unfortunately, all too often employees are so busy training to get ahead that they neglect the very factor which counts the most: A reputation as a good performer.

Look at your present job from several standpoints to determine suitable developmental activity:

- a. What you do in your job?
- b. What KSAs you need to perform the duties?
- c. How well you currently perform?
- d. The extent to which you have an opportunity to utilize your Strengths?
- e. What keeps you from doing your job more effectively?
- f. How you can enrich your job by meeting your boss's needs?
- g. Take time to work through this.

**NOTE: Our work goals need to be compatible with the agency and supervisory goals.**

**Developmental Needs.** Give special emphasis to any needs you uncover in determining what keeps

you from doing your job more effectively. Even though you may perform well in certain areas of your job, don't make the mistake of thinking there's nothing more to learn. Figure 1-2, Chapter 1, is a form that can be used to help determine each employee's developmental needs. The whole idea of an IDP is to organize your developmental activities in such a manner that the important ones are accomplished without wasting time and money.

**Career Development.** This paragraph will deal with the question "Where Do I Go From Here in the World of Work?" Find the statement which best describes your situation below and follow the appropriate instructions.

a. I am in the right career field. My current position appears to be a stepping stone to reaching my career goal. Although you have a big decision behind you, other decisions need to be made. Your primary problem is deciding which career path to take in reaching your career goal. Also, your strengths, interests, and values will play an important part in determining the actual path you need to plan.

b. I know the career field I want to enter. My present job doesn't fit in at all. I need to make a career change. Identify the positions which can serve as entry points into the occupation you are interested in. Use resources such as appropriate career guides, interview people in the career field, talk to personnel staffing specialists, look at MPP announcements. Other possibilities include upward mobility programs, taking a non-career field job which is in the career field organization, or taking a job in a field related to your target career field.

c. I've achieved my career goal. I love my job. I'm not interested in any other job. If this is your choice, an IDP can still be of help by enriching your present job and improving your personal development. Also, you need to ensure you haven't set your career goals too low. Employees tend to underrate their abilities.

# **APPENDIX 5. IDP PREPARATION CHECKLIST**

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## **1. PREPARING THE IDP**

- a. Start with a goal.
- b. Decide what KSAs are needed to attain that goal.
- c. Determine specific training that will provide the KSAs.
- d. Prepare a tentative IDP.
- e. Complete supervisor/employee discussions.
- f. Finalize IDP.
- g. Meet periodically with the supervisor to discuss progress.
  - (1) AF-SIDP Candidates - quarterly
  - (2) AFNSS Candidates - quarterly
  - (3) SES CDP Candidates - quarterly
  - (4) All others - semi-annually

## **2. CONSIDER**

- a. Influences that shape our lives; such as, health, education, age, etc.
- b. Personal reality; such as financial needs, family responsibilities, etc.
- c. Skills and abilities:
  - (1) Skills. That which you have learned to do; i.e.:
    - (a) Public Speaking
    - (c) Bookkeeping
    - (b) Shorthand
    - (d) Math
  - (2) Abilities. Natural abilities; i.e.:
    - (a) Planning abilities
    - (b) Analytical Mind
    - (c) Logical Mind
    - (d) Coordinating abilities

d. Analysis of your present position: What factors need improvement.

e. Selecting a career goal.

- (1) Explore strengths
- (2) Identify interests and aspirations
- (3) Evaluate your experience
- (4) Examine aptitudes
- (5) Examine positions available



# **APPENDIX 6.**

## **INDIVIDUAL**

### **DEVELOPMENT PLAN**

#### **FORMAT AND SAMPLES**

#### **FIGURE 2. INSTRUCTIONS FOR COMPLETING THE INDIVIDUAL DEVELOPMENT PLAN FORM**

A word processing file has been developed with the IDP form. Copies have been made and provided to each Service and regional AF division within the AF complex.

##### **Block Instructions**

- 1 Enter full name
- 2 Enter social security number
- 3 Enter current grade
- 4 Enter current position title
- 5 Enter name of division/branch/etc.
- 6 Enter name of immediate supervisor
- 7 Describe career goals to be attained within the next year
- 8 Describe career goals to be attained within the next 2 to 5 years
- 9 List the KSAs needed to carry out the goals. The IDP will outline how to get the necessary KSAs to attain the career goals.
- 10 This portion should be discussed between the employee and supervisor. Developmental assignments are assignments in areas which will provide the knowledge, skills, and abilities necessary for the employee's goals. This may be accomplished through details, task force assignments, on-the-job training, special projects, rotational assignments, etc.
- 11 List other self-development activities. This could be self-study, correspondence course, attendance at conferences, seminars, etc. Any other activities that will provide the necessary KSAs to meet the employee's goals.
- 12 Space provided for any comments or remarks by employee and supervisor.

13 List FAA, interagency, and nongovernment training courses in areas which provide knowledge, skills, and abilities necessary for employee's goals.

14 This block is used for the projected cost of each formal training course.

15 Indicate the date the course should be completed, and then indicate the date it was actually completed.



**FIGURE 2. INDIVIDUAL DEVELOPMENT PLAN**

EMPLOYEE NAME	SOCIAL SECURITY NO.	GRADE	POSITION TITLE	ORGANIZATIONAL ELEMENT	NAME of SUPERVISOR
1	2	3 AND 4		5	6

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**Section I. CAREER GOALS**

SHORT-RANGE GOALS	LONG-RANGE GOALS
7	8

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**Section II. INDIVIDUAL DEVELOPMENT PLAN** (To be completed by Supervisor & Employee)

DEVELOPMENTAL OBJECTIVES (Knowledge, skills, and abilities needed to reach goal)	DEVELOPMENTAL ASSIGNMENTS (On-the-job training, details, etc.) include target date for completion.	OTHER ACTIVITIES

(continued on next page)

(continued on next page)

DEVELOPMENTAL OBJECTIVES

9

DEVELOPMENTAL ASSIGNMENTS

10

OTHER ACTIVITIES

11



INDIVIDUAL DEVELOPMENT PLAN

Section III. FORMAL TRAINING and TIME FRAME FOR ACCOMPLISHING TRAINING

REMARKS	FORMAL TRAINING (e.g. FAA, interagency, non-government courses. To be completed by supervisor and employee.)	PROJECTED COST	RECORD of ACCOMPLISHMENT	
			PROJECTED COMPLETED DATE	ACTUAL COMPLETED DATE

12 13 14 15

-----  
Employee's signature      Date      -----  
Division Manager's signature(optional)      Date

-----  
Employee's Supervisor's signature      Date

NOTE: This Individual Development Plan (IDP) is subject to changes depending on availability of funds, courses, & the candidate's requirements.





# INDIVIDUAL DEVELOPMENT PLAN

FIGURE 3. SAMPLE IDP FOR PROGRAM ANALYST

EMPLOYEE NAME	SOCIAL SECURITY NO.	GRADE	POSITION TITLE	ORGANIZATIONAL ELEMENT	NAME of SUPERVISOR
Jane Doe	xxx-xx-xxxx	GS-6	Secretary	AXX-XXX	John Brown

## Section I. CAREER GOALS

### SHORT-RANGE GOALS

To develop the skills and knowledges required to perform effectively at the entry level program analyst positions

### LONG-RANGE GOALS

To have an opportunity to advance to the GS-13 Program Analyst level

## Section II. INDIVIDUAL DEVELOPMENT PLAN

(To be completed by Supervisor & Employee)

Development Objectives (Knowledge, skills, and abilities needed to reach goal)

Learn Budget Process

Learn How to Make Budget Estimates

Development Assignments (On-the-job training, details, etc.) include target date for completion

Pursue detail or work assignment to work on budget by 1/30/86

Other Activities

Correspondence Course, OPM, Developing a Budget for a Unit. Enroll by 8/30/85

Talk to Budget Specialist. Find out about references by 8/30/85

Read References. Complete by 9/30/85

(Continued)

**Section II. INDIVIDUAL DEVELOPMENT PLAN**

DEVELOPMENTAL OBJECTIVES

DEVELOPMENTAL ASSIGNMENTS

OTHER ACTIVITIES

Take OPM course on practical statistics. Enroll by 3/1/86



## INDIVIDUAL DEVELOPMENT PLAN

### Section III. FORMAL TRAINING and TIME FRAME FOR ACCOMPLISHING TRAINING

#### REMARKS

FORMAL TRAINING (e.g. FAA, interagency, non-government courses. To be completed by supervisor and employee.)	PROJECTED COST	RECORD of ACCOMPLISHMENT	
		PROJECTED COMPLETED DATE	ACTUAL COMPLETED DATE
OPM Course, 8/30/85	\$450	FY-85	
FAA Course, 11/30/86	\$250	FY-86	

-----  
Employee's signature      Date

-----  
Division Manager's signature(optional)      Date

-----  
Employee's Supervisor's signature      Date

NOTE: This Individual Development Plan (IDP) is subject to changes depending on availability of funds, courses, & the candidate's requirements.

FIGURE 4. SAMPLE IDP FOR EVALUATION TECHNICIANS

INDIVIDUAL DEVELOPMENT PLAN



EMPLOYEE NAME	SOCIAL SECURITY NO.	GRADE	POSITION TITLE	ORGANIZATIONAL ELEMENT	NAME of SUPERVISOR
John Doe	333-33-3333	GS-12	ET (PDS)	DEN (HUB) AFS	Mark Brown
Section I. CAREER GOALS					
SHORT-RANGE GOALS		LONG-RANGE GOALS			
To prepare for a first-level supervisory position by enhancing skills identified by IE and SBI.		To prepare for a management position at the regional office level.			
Pool : Eligible-for-Consideration					
IDP start date : 6/1/88					
IDP end date : 5/31/89					
Section II. INDIVIDUAL DEVELOPMENT PLAN (To be completed by Supervisor & Employee)					
DEVELOPMENTAL OBJECTIVES (Knowledge, skills, and abilities needed to reach goal)	DEVELOPMENTAL ASSIGNMENTS (On-the-job training, details, etc.) include target date for completion.	OTHER ACTIVITIES			
Leadership Ability (direct the efforts of others toward task solution or completion).	Prepare sector orientation for new employees 4th qtr FY-88.  Completed: _____	Read article EFFECTIVE DELEGATING, Harvard Business Review, and present briefing on article to all other SIDP participants during quarterly meeting  Completed: _____			
	1-2 week shadow assignment to Sector Mgr 2nd qtr FY-89  Completed: _____	Complete DS Course 14000, USE OF CONFERENCE TECHNIQUES IN EVERYDAY MGMT by 1st qtr FY-89.  Completed: _____			
(continued on next page)	(continued on next page)	(continued on next page)			



INDIVIDUAL DEVELOPMENT PLAN

Section II. INDIVIDUAL DEVELOPMENT PLAN

(Continued)

DEVELOPMENTAL OBJECTIVES

DEVELOPMENTAL ASSIGNMENTS

OTHER ACTIVITIES

Oral Communications Skill (organizing and presenting material and fostering open, candid communications).

Lead sector effort to identify how to improve in-house communications 2nd qtr FY-89.

Attend LEADER EFFECTIVENESS TRAINING 8/5/88, Salt Lake City.

Completed: \_\_\_\_\_

Completed: \_\_\_\_\_

Join Toastmasters and present at least 6 speeches by end of IDP.

Read BRIDGES, NOT WALLS by John Stuart.

Completed: \_\_\_\_\_

Completed: \_\_\_\_\_

Complete DS Course 14003, HUMAN RELATIONS IN SUPERVISION by 2nd qtr FY-89

Completed: \_\_\_\_\_



## INDIVIDUAL DEVELOPMENT PLAN

### Section III. FORMAL TRAINING and TIME FRAME FOR ACCOMPLISHING TRAINING

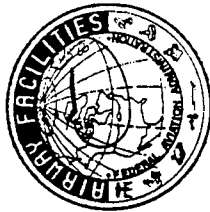
REMARKS	FORMAL TRAINING (e.g. FAA, interagency, non-government courses. To be completed by supervisor and employee.)	PROJECTED COST	RECORD of ACCOMPLISHMENT	
			PROJECTED COMPLETED DATE	ACTUAL COMPLETED DATE

-----  
Employee's signature      Date      -----

-----  
Division Manager's signature(optional)      Date      -----

-----  
Employee's Supervisor's signature      Date      -----

NOTE: This Individual Development Plan (IDP) is subject to changes depending on availability of funds, courses, & the candidate's requirements.



INDIVIDUAL DEVELOPMENT PLAN

FIGURE 5. SAMPLE IDP FOR SFO MANAGER

EMPLOYEE NAME	SOCIAL SECURITY NO.	GRADE POSITION TITLE	ORGANIZATIONAL ELEMENT	NAME of SUPERVISOR
		GS-13 SFO Manager		
Section I. CAREER GOALS				
SHORT-RANGE GOALS				
To develop the skills and knowledges required to perform effectively as an Assistant Sector Manager in a General NAS Sector and to broaden supervisory skills in managing a Sector Office staff.		LONG-RANGE GOALS To have an opportunity to apply acquired managerial skills in the Airway Facilities Division at the Sector or Branch Manager level.		
Section II. INDIVIDUAL DEVELOPMENT PLAN				
(To be completed by Supervisor & Employee)				
DEVELOPMENTAL OBJECTIVES (Knowledge, skills, and abilities needed to reach goal)		OTHER ACTIVITIES		
Supervisory Skills:				
a. Increase my skills to coach and counsel subordinates.		01300 Management Training at Center for Management Development		
b. Increase my skills to give and receive feedback constructively.		Resource Management Training, January 29.		
c. Increase my skills to set performance standards and appraise performance.		OPM Course in Technical Writing, April 22 through 24. Cost: \$170 OPM Course Report Writing, March 18 - 20. Cost: \$170.		

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# INDIVIDUAL DEVELOPMENT PLAN

## Section III. FORMAL TRAINING and TIME FRAME FOR ACCOMPLISHING TRAINING

REMARKS	FORMAL TRAINING (e.g. FAA, interagency, non-government courses. To be completed by supervisor and employee.)	PROJECTED COST	RECORD of ACCOMPLISHMENT	
			PROJECTED COMPLETED DATE	ACTUAL COMPLETED DATE
Employee completed Course 01200, Supervisory Initial, 11/85	FAA: LET, 8/5/88, Salt Lake City	\$375	FY-88	
	FAA: MTA, to be scheduled, Denver	\$350	FY-89	

-----  
Employee's signature      Date      Division Manager's signature(optional)      Date  
-----



## FIGURE 6. SAMPLE PROGRESS REVIEW REPORT INDIVIDUAL DEVELOPMENT PLAN WORKSHEET

TO BE COMPLETED BY EMPLOYEE: Identify the KSAs being developed and discuss/describe those activities which have been completed as they relate specifically to each KSA. If different activities are completed to develop different KSAs, the format below should be repeated as appropriate. Use additional sheets of plain paper as necessary.

KSA: \_\_\_\_\_

- a. List reading assignments completed (if appropriate):
- b. List courses which have been completed (if appropriate):
- c. Discuss projects/details/work assignments that have been accomplished. Describe the nature/purpose of the assignment; how the assignment related to the KSA being developed. Please be specific; provide examples of skill enhancement as appropriate:

\_\_\_\_\_  
SIGNATURE OF EMPLOYEE

DATE: \_\_\_\_\_

TO BE COMPLETED BY THE SUPERVISOR: With respect to each KSA, describe whether the activities completed by the employee have, in your assessment, addressed fully his/her identified developmental needs. Include examples, if appropriate, of the employee's demonstration of enhanced KSAs.

KSA: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE OF FIRST-LEVEL SUPERVISOR

DATE: \_\_\_\_\_

**FIGURE 7. INSTRUCTIONS FOR  
COMPLETING THE PROGRESS REPORT  
INDIVIDUAL DEVELOPMENT PLAN  
WORKSHEET**

Progress review worksheets should be completed first by the employee and submitted to the supervisor. The supervisor will then describe whether or not the activities completed by the employee have addressed fully the employees identified development needs. Also, additional copies should be distributed as follows:

- a. SIDP candidates. One copy to the SIDP Manager.
- b. AFNSS candidates. One copy to AHD-200.
- c. SES CDP candidates. One copy to AHR-20.
- d. Other than above. One copy for employee and one copy for supervisor.

**KSA TO BE DEVELOPED:** Address each KSA separately.

## **APPENDIX 7.**

# **COACHING AND COUNSELING GUIDE FOR SUPERVISORS**

---

1. **GENERAL:** This section will aid the supervisor in guiding employees in designing an action plan for development. The following information will help each supervisor prepare for the meetings with employees. The following guidelines will help you maximize your effectiveness at assisting your employees in developing their capabilities.

### **2. THE COACHING MODEL**

a. Ask for your employee's overall reaction to the individual development process. Deal with any concerns before working on the plan.

b. Establish a clear and mutual understanding of the meeting's objectives. Initial meetings may be to discuss feelings and reactions. Subsequent meetings shall focus on the development of an IDP. Your purpose is to offer assistance to your employee in designing a training and development plan, to offer support, and to provide reinforcement. Encourage your employee to discuss any other pertinent items.

c. When you begin discussing the IDP, review your employee's developmental objectives and activities by asking the following questions. Will the development objectives assist in performance improvements or development of employee potential? Are the objectives specific, measurable, achievable, and compatible with the work unit's goals?

d. Work with your employee to develop and review each step in the plan. Supplement/reinforce with feedback based on what you know about the employee and the work environment.

e. Offer your support for implementation of the plan. Ask how you as a supervisor can assist in achieving the employee's plan.

f. Establish progress review dates and future plans. Seek agreement on a date to review

progress on the initial plan. Begin working on additional objectives and future plans.

3. **MANAGING THE DEVELOPMENTAL MEETING.** The following are five common types of approaches you may use in coaching and counseling your employees. The approach you use will depend on the specific needs of your employees.

a. Supportive/Listening. Use this approach if an employee feels hurt.

- (1) Discuss feelings
- (2) Convey understanding
- (3) Clarify, accept feelings
- (4) Avoid taking sides
- (5) Encourage self-diagnosis
- (6) Identify problems

b. Exploring/Suggesting. Use this approach if an employee is uncertain how to use the feedback.

- (1) Create give and take atmosphere
- (2) Identify what was learned and what is missing
- (3) Identify steps to acquire missing information
- (4) Suggest additional steps
- (5) Avoid being authoritative

c. Showing/Demonstrating. Use this approach if an employee's plan is inappropriate.

- (1) Review feedback analysis
- (2) Challenge conclusions
- (3) Play "devils-advocate"
- (4) Provide your analysis
- (5) Clarify actual problem

d. Telling/Guiding. Use this approach if an employee wants your help to develop a plan.

- (1) Assure your help is wanted
- (2) Set limits to your assistance
- (3) Suggest appropriate objective and action steps
- (4) Reach agreement

(5) Agree on followup plans

e. Consultive/Process. Use this approach if an employee fails to recognize common problem.

(1) Have employees specify problems

(2) Encourage employees to identify similarities

(3) Encourage employees to give examples

(4) Identify common problem

4. **CONCLUSION.** Many managers' personal preferences influence their selection of coaching and counseling approaches. These approaches may not be the most effective for all situations. Your most critical task as a manager conducting a developmental meeting will be to assess your employee's needs, the situations presented, and to select the best coaching/counseling approach. By accomplishing this, you will effectively help your employees develop.

## APPENDIX 8. TRAINING OR DEVELOPMENTAL ASSIGNMENTS

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1. **GENERAL.** We often think of training only in terms of formal training courses. There are many other ways that people learn, and often people learn better if their training includes a variety of learning experiences. Alternative training can present as good if not a better way to learn practically and efficiently. Budget and time constraints, as well as your particular needs, also make it undesirable to go a route made up entirely of formal training courses.

2. **OPTIONS.** There are many ways you can take on a development assignment. Those options include:

a. **On-the-Job Training (OJT).** OJT is an option, provided there are specific objectives of what you're supposed to learn and someone has done some thinking about the order of your assignments, your progress, etc.

b. **Details or Rotational Assignments.** Details and rotational assignments are excellent ways to develop KSAs. Some departments may have more trouble arranging these than others, but where it can be done, details are invaluable for gaining new skills.

c. **Self-Study.** Self-study is often a very good way to pick up a technical body of knowledge. Useful especially if you have a mentor, someone already with the knowledge who can outline a program of reading and assignments and check your progress. Your training office can tell you about programmed self-instructional packages that are very useful.

d. **Correspondence Courses.** Check out available catalogs.

e. **Special Projects, Assignments.** A form of OJT, but worth mentioning separately, since a project might not be part of the regular job but can be assigned to teach you.

f. **Attendance at Conferences, Seminars, Etc.** Attending conferences, seminars, etc., are

very valuable for keeping up to date, learning what's new.

3. **VARIETY.** Once you've isolated your goals and needed KSAs, see how many of these KSAs can be gained via alternative developmental assignments. Make the variety as wide as possible for interest and maximum learning. You may be surprised; excellent training is often gotten in unexpected ways right in your own organization.

4. **SUGGESTED DEVELOPMENTAL ACTIVITIES.** Initiative becomes apparent when the employee recognizes a need and voluntarily does that which is necessary to achieve that need. Making one's self available for Membership in an Employee Participation Group or for facility collateral assignments, displays initiative. Participating in a Human Relations Committee, Civil Rights Committee, etc., is an excellent way to enhance many of the skills needed for career enhancement. Following are some suggested activities an employee may want to pursue or participate in that would help his/her self-development efforts:

- a. Attend workshops, seminars, conferences
- b. Take college or university classes
- c. Create job enrichment possibilities
- d. Participate in cross training, job rotation
- e. Take correspondence courses
- f. Participate in a detail or temporary reassignment
- g. Read
- h. Elicit coaching or feedback from your manager
- i. Seek observation and feedback
- j. Create opportunities for practice
- k. Talk to an expert
- l. Seek exchanges with colleagues
- m. Observe others
- n. Visit the library
- o. Deal with your barriers which prevent you from taking action
- p. Participate as an EEO Counselor
- q. Conduct team briefings/group presentations

- r. Become a member of the Toastmasters/Toastmistress organization
- s. Participate in professional organizations
- t. Perform volunteer work
- u. Participate as a Union representative

Discussion between the employee and supervisor may quickly identify apparent courses of action to be pursued. In other cases, the supervisor should suggest an approach that he/she believes would satisfy the short- and/or long-term goals of the employee.

5. - 9. RESERVED.

## **SECTION 1. DESCRIPTIONS OF SAMPLE DEVELOPMENTAL ACTIVITIES**

10. **GENERAL.** Following are descriptions of various activities geared to developing supervisory knowledge, skills, and abilities at little or no cost to the agency. This list is not all-inclusive and should, at a minimum, stimulate other ideas for developmental assignments.

11. **WORK ASSIGNMENT PRACTICES.** Employee's supervisor (1) identifies and assigns specific work projects which relate to IDP development objectives and activities; (2) discusses with the employee how the project's content or process ties in with the IDP; (3) communicates any specific standards or expectations for project results and developmental aspects; (4) solicits the employee's self-assessment at completion of the project; and (5) provides feedback.

a. This process requires creativity and an eye for opportunity on the part of the supervisor, who must be able to identify a "stretch" activity with good probability for successful accomplishment. In many cases, development objectives may represent skill areas where employees need more than one activity to practice, achieve, and reinforce the desired ability. For example, the ability to negotiate and persuade others to accept a given course of action may be practiced with increasingly complex issues or with clients or peer groups who are progressively more difficult to convince.

b. The supervisor needs to be alert to developmental opportunities which may not be obvious

to the employee. For example, a routine coordination project complicated by unusual pressures, difficult personalities, limited resources, or which is under another supervisor's jurisdiction, offers numerous opportunities to apply persuasive skills.

12. **SHADOWING ASSIGNMENTS** A shadow assignment involves a temporary assignment to a supervisor or manager to learn through observation how to more successfully accomplish tasks and/or projects. It also provides an opportunity to observe different supervisory styles and to observe the scope and nature of target positions.

a. Assignments can be as short or as long as necessary to acquire the needed learning. They can range from a few hours to observe methods or processes, to several weeks in order to become familiar with functional and interpersonal relationships or to observe the effective management of programs and human resources. Employees particularly benefit from assignments timed to coincide with key staff meetings, labor-management consultations, strategizing on budget and staffing, etc.

b. It is sometimes helpful to prepare the employee for the assignment through background reading or orientations covering key projects or problems that will be encountered. This will help the employee concentrate on current interactions and decisions during the assignment, rather than on past history. Assignments are enhanced when the supervisors/managers being shadowed candidly discuss the rationale of their decisions and actions, answer probing questions from the employee, comment on alternatives, and share what they have learned from past decisions which had unsuccessful results. As the employee progresses from observation to a greater degree of give and take, there is a better opportunity to increase knowledge and to double-check assumptions.

13. **PROFESSIONAL READING** The employee plans and carries out a systematic program of reading periodicals and books. The employee is encouraged to seek out specific opportunities in the work place to apply the theories studied, and to discuss these potential applications with his/her supervisor. This discussion should benefit both the employee and the supervisor and

increase the likelihood that the theories studied will be appropriately examined and applied in light of operational realities.

14. **JOB ROTATION:** Job rotation involves interchanging (reassigning) employees from one job to another for developmental purposes. Assignments may be short- or long-termed actions involving moves between positions of a different nature. Examples of these moves include between line and staff positions and headquarters and field positions. Job rotation differs from details in that assignments, while they are understood to be impermanent, are nevertheless indefinite. Employees must therefore meet qualifications requirements for the positions to which reassigned. Job rotation affords many advantages to both the employee and the agency:

a. Provides well-rounded training and a variety of experiences for the employee. It familiarizes the employee with many facets of agency operations and prepares the employee to make more knowledgeable decisions.

b. Streamlines the work unit through periodic introduction of new viewpoints by eliminating unnecessary practices or operations which may have been carried over for a period of years.

c. Stimulates development of the employee through the element of competition.

15. **DEVELOPMENTAL STAFF MEETINGS.** The supervisor uses recurring staff meetings as vehicles for developing the knowledge, skills, and abilities of employees; i.e., leadership, group processing, problem resolution, coordination, conflict resolution, decisionmaking, oral communications, briefing and presentation skills, listening and questioning techniques, constructive but critical review and feedback, time management, and meeting management.

a. Techniques which may be used include (1) rotating assignments for preparation and conduct of the meeting among employees; (2) having the rotating leaders review meeting objectives and identify effective procedures for achieving the stated objective (such as group interaction); and (3) using peer feedback to assess whether or not the objectives were met and to what extent. Topics can range from routine status reviews to projection of new programs or

specific problem resolutions (for example, a discussion on ways to improve in-house communications).

b. This activity is easily integrated into daily work as an alternative to the more common staff meeting led by the supervisor. It increases participation and involvement by employees and gives the supervisor an additional opportunity to observe the relative strengths and weaknesses of his/her employees. Other in-house supervisors can serve as resources in identifying useful techniques in problem identification and resolution, and employees can volunteer for meetings which match IDP objectives. The relatively small and familiar staff can serve as a supportive group, and the "good stress" of friendly competition can spur employees to higher performance levels and accomplishments. An additional benefit of developmental staff meetings is that they enhance team building since employees have the opportunity to learn more about the expertise of their peers and are exposed to the value of cooperation within the work unit.

16. **PARTICIPATION IN PROFESSIONAL ORGANIZATIONS.** The employee is encouraged to identify those development needs which might be enhanced by participating in the activities of a professional organization. These organizations afford an opportunity for the exchange of practical information with colleagues in and outside the government. Interaction with others sharing occupational and/or avocational interests can contribute to state-of-the-art knowledge and professional growth. Participation must extend beyond merely reading the organization's journals and must provide experience which enhances interpersonal and supervisory skills.

17. **VOLUNTEER WORK.** The employee is encouraged to identify those development needs which might be enhanced in the low-risk setting volunteer organizations or employee participation groups (Human Relations Committee, Civil Rights Committee, etc.). Volunteer organizations or groups pose a special challenge to the employee because they require influencing the behavior of others who are also volunteers or otherwise not under the control of the employee. The key to successful use of this alternative is the employee's

successful use of this alternative is the employee's planned, active involvement in the management and operation of the organization/group concerned. Participation must go beyond attending meetings and/or paying dues.

18. **NETWORKING.** Networking is maintaining a pattern of channels for communications among/between specific groups or individuals. As a development device, the purpose is to encourage the employee to develop personal contacts and maintain good channels of communication throughout the work organization, as well as with other groups from which the employee can also benefit. As an example, within the SIDP pool, participants could network among themselves. The result should be more individual awareness of the work organization's dynamics and a more solid link to obtaining information from other related organizations.

a. Several different strategies can be used to facilitate network building, including participation in professional organizations, committees, and volunteer groups. Network building is especially useful for employees who have few contacts outside their own part of the organization.

b. Network building takes time and may not show an immediate, obvious payoff. However, there is substantial long-term potential for improved communications and cooperation with the agency, as well as for better-informed employees.

19. **RESERVED.**

## **SECTION 2. FORMAL TRAINING RESOURCES**

20. **FAA CORRESPONDENCE COURSES.** Contact your training officer or the Training and Development office of your HRM organization for a listing of available courses and ordering information.

21. **FAA ACADEMY AND CMD.** The FAA Academy and CMD offers both technical and managerial training. Requests for training for the Academy and CMD must be coordinated with the Training and Development office of your HRM organization.

22. **CMD LENDING LIBRARY.** The current Lending Library Catalog, available from the FAA Management Training School, contains videos and audio cassettes, standalone modules, and books that cover a broad range of the supervisory/managerial spectrum. There is also a wealth of material in local libraries from which to choose. Contact your training officer or the Training and Development organization to review the catalog.

## **23. REGIONALLY ARRANGED TRAINING COURSES.**

a. Contact your regional training officer or the Training and Development office of your HRM organization.

b. For regional training courses on how to develop an IDP, following is a list of available courses identified by some regions:

(1) Alaskan Region, IDP Training-the-Trainer Course, Organizational Effectiveness Branch, AAL-17/AAL-420.

(2) Eastern Region, IDP Training, Employee Development Branch, AEA-17. Also, the training consists of briefings, informational booklets, and seminars. AEA's latest publications are: A Guide to IDP, A Guide to Careers in Supervision and Management, and an IDP Resource Guide. These guides were all published in January, 1991.

(3) Central Region, IDP Workshop, Employee Development Branch, ACE-17. The workshop includes an overview of the IDP process as well as a number of exercises designed to increase employees' awareness of their interests, personality strengths, goals, and values and help them begin the process of developing an IDP.

(4) Northwest Mountain Region, informal IDP and SF-171 classes as well as Career and IDP Planning classes, Human Resources Division, ANM-17.

(5) Western-Pacific Region, San Diego Sector, Course 95305, Class 91005, IDP, AWP-14.

24. **OUT OF AGENCY TRAINING.** Out of agency training must be coordinated with the Training and Development office of your HRM



organization through your immediate supervisor before it is approved or arranged.

25. **INTERAGENCY TRAINING.** Course information and sponsor information; i.e., Office of Personnel Management (OPM) courses and GSA Courses, can be obtained from your training officer or the Training and Development office of the HRM organization.

26. **NON-GOVERNMENT TRAINING.**

- a. Local College and University Courses.
- b. Private Training Vendors.

27.-39. RESERVED.

### **SECTION 3. SUGGESTED AGENCY REFERENCES**

**ORDER TITLE.** Refer to the latest version.

- 3000.6 TRAINING
- 3000.16 FAA Form 3000-13, Training Request/Assignment
- 3020.1 Use of Computer Based Instruction (CBI)
- 3110. Management Improvement Through Team Study
- (MITTS) Training Program
- 3330.1 Merit Promotion Program
- 3330.6 Reemployment, Restoration and Return Rights
- PTP 3330.9 Internal Placement Handbook
- 3330.36 Upward Mobility Program
- 3410.4 FAA Career System
- 3410.10 Cooperative Engineer Development Program
- 3410.12 Airway Facilities Career Planning Program
- 3410.14 FAA Personnel Management Career System
- 3600.6 Workweeks and Hours of Duty

### **SECTION 4. SUGGESTED OCCUPATIONAL DIRECTORIES**

40. **DIRECTORIES.**

- a. Dictionary of Occupational Titles, U.S. Government Printing Office, Washington, DC
- b. Federal Career Directory, U.S. Civil Service Commission, 1976-1977.

c. Occupational Outlook Handbook, U.S. Government Printing Office, Washington, DC

d. U.S. Industrial Outlook, U.S. Department of Commerce, Washington, DC

41.-49. RESERVED.

### **SECTION 5. SUGGESTED DIRECTED STUDY/AGENCY TRAINING COURSES BY SKILL AREA**

50. Several correspondence study courses in the managerial/supervisory fields are available from FAA and classroom training courses. All facilities should have copies of the current catalog from which to choose subject matter aligned to the training needs of the employee.

51. The employee may wish to direct his/her self-development program through a local college or university course. Depending on the college or university located in respective areas, these courses may be offered under different academic disciplines.

52. The following suggestions are identified by skill area. FAA directed study/training course are annotated with an "o" and college/university courses are annotated with a "\$" sign. (see page 6)

**Skill Area Course Title****Perception/Analytical**

- \* Fundamentals of Supervision
- \* Ability
- \* Management by Objectives
- \* \$ Behavior Decisionmaking
- \* \$ Policy Formulation/Implementation

**Organization/Planning**

- \* Fundamentals of Supervision
- \* Management by Objectives
- \* Use/Conservation of Personnel, Money, and Material
- \* Effective Organization of Work
- \* Briefing/Presentation Techniques
- \* Budgeting/Resource Management
- \* Program Analysis and Review
- \* Human Resource Management
- \* \$ Strategic Planning Systems
- \* \$ Organization/Management Theory
- \* \$ Organizational Change
- \* \$ Fundamentals of Management
- \* \$ Management Processes

**Leadership**

- \* Fundamentals of Supervision
- \* Use/Conservation of Personnel, Money and Material

**On the Job Training Techniques**

- \* \$ Peer Advising
- \* \$ Supervisor/Employee Attitudes

**Decisionmaking**

- \* Fundamentals of Supervision

**Decisiveness**

- \* Management by Objectives

**Interpersonal**

- \* Use of Conference Techniques
- \* Human Relations in Everyday Management

**Communications**

- \* A Positive Approach to Discipline
- \* Fundamentals of Supervision
- \* Human Relations in Supervision
- \* Effective Organization of Work
- \* Briefing/Presentation Techniques
- \* Writing Improvement
- \* Equal Employment Opportunity

53. **OTHER ACTIVITIES.** To achieve training in communication and leadership skills, there are several avenues to pursue including books, tapes, courses, and seminars. Additionally, membership in an organization may provide the catalyst for an employee to gain valuable experience in several skill areas. This type of involvement generally leads to a position as an officer which provides a valuable training ground for working with people and exercising leadership skills. One such organization is the Toastmaster/Toastmistress Club which provides for virtually all the skills in its educational program which is designed around its speech workbook, Communication and Leadership.

54. - 59. RESERVED.

## **APPENDIX 9.**

### **QUESTIONS ABOUT IDPs**

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**QUESTION:** I'm interested in going to a one-day seminar I just found out about. It's not in my IDP. Can I still go?

**ANSWER:** In most cases, yes. The IDP tries to plan for as much predictable training as possible, but this isn't always possible. It's not expected that all training instances be on the IDP in order to participate. Be careful, though, about instances of non-government training; your training office has an obligation to carefully check these to be sure the training couldn't reasonably be gotten through government channels. Training must be justified and approved by the supervisor, even if it is included in an approved IDP.

**QUESTION:** Where does the IDP go after the employee-supervisor discussion?

**ANSWER:** The IDP is retained by the supervisor and the employee. For the AF SIDP, AFNSS, and SES CDP IDPs, see chapters 2, 3, and 4, respectively.

**QUESTION:** I'm satisfied with my current job and I'm not interested in moving into any other position (at least not in the immediate future).

**ANSWER:** Because "development" doesn't just mean moving up or into another job, the IDP can be concerned with your growth in your current job - mastery of skills or learning facets of the job better. The IDP is useful to plan just the right training and experience, such as special projects to be sure there is no time wasted on material you already know.

**QUESTION:** Once something is on the IDP, can I change it?

**ANSWER:** Absolutely. Unexpected situations can make some planned training impossible, and things can happen that require training that wasn't foreseen. Your supervisor should notify the training office of changes involving funds or changes involving non-government training.

**QUESTION:** Is this a performance appraisal? What effect does the IDP process have on performance appraisal?

**ANSWER:** This is not a performance appraisal. The main concern in the IDP process is to come up with a list of skills and knowledge that an employee needs in order to get to a goal.

**QUESTION:** I'm not interested in developing an IDP now. If I "opt out" this year, will I ever be able to take training.

**ANSWER:** Certainly. However, training must be justified and approved by the supervisor whether or not it is included in an IDP.

**QUESTION:** I'm in an organization that offers little advancement possibility. What can an IDP do for me?

**ANSWER:** The IDP gives you a chance to get some control over your career future and lets you plan realistically: setting goals and then finding out the organizational realities are very useful to you to expand your organizational options. (This is why information on organizational needs is vital).

**QUESTION:** Where can I get more information and guidance on the IDP process?

**ANSWER:** The Personnel Management Specialist from your Personnel Office can give you more advice and guidance on IDPs. An Employee Development Specialist from your Training Office can also help you.







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